



*Challenge the Present  
Create the Future*



**Falls Road  
Primary**  
*Independent Public School*

# **BUSINESS PLAN**

**2017 – 2019**



## **Falls Road Primary Independent Public School**

Falls Road Primary Independent Public School was first established in 1979 and officially opened in 1981. Our school motto is 'Challenge the Present – Create the Future'. Our school focuses on developing the 'whole child' through exposure to academic, artistic, social and sporting experiences that provide all students with the opportunity to 'shine' and enable them to participate as informed, active and responsible members of society.

Into 2017 Falls Road Primary School was identified as one of the high gain schools across Australia ( in the top 20 in WA ) that achieved substantially above the expected gain from Year 3 to Year 5 in the 2016 National Assessment Program Literacy and Numeracy (NAPLAN) results. This is a reflection of the quality of the teachers and support staff at Falls Road, the effectiveness of the programs and strategies that we have implemented, the annual reflection and analysis of our school-based data and the continued commitment of time and resources that we invest in our students. We have a range of proactive strategies in place to ensure regular attendance across all year levels and our attendance is consistently higher than the State average.

These programs and strategies include our early identification of students via our partnership with Edith Cowan University and the Speech Pathology Program; our Whole School English and Maths Plans which ensure connectedness across the year levels; our targeted Intensive Reading Program for Year 3 - Year 6 students; our small group support programs for students across the school; and our in-school Talented and Gifted Students (TAGS) initiatives.

Falls Road Primary Independent Public School has developed a team of teaching and non-teaching staff who are committed to achieving and maintaining these high standards of student achievement and identifying effective ways of adding value to programs already in place. We do this through a comprehensive yearly schedule of student assessment in Reading Comprehension, Maths, Spelling and Writing and tracking of student achievement from Pre Primary to Year 6. This is underpinned by a detailed analysis of our NAPLAN results which are conducted with all students in Years 3, 4, 5 and 6 along with On-Entry testing for Pre Primary students.

The school is supported through a strong and active partnership with the Parents and Citizens Association and the School Board. Parents are regularly and positively engaged in a range of activities across the school. We have built a reputation as a responsive and engaging school where parents are seen as partners in the educational process and we work proactively to ensure this is maintained. This has been recognised and acknowledged in both previous IPS External Reviews done of the school in 2013 and 2016.

Early intervention strategies are central to the philosophy of the school and are recognised as a cornerstone in developing and fostering life-long learning skills and habits. We have a partnership with Edith Cowan University (ECU) whereby final year Speech Pathology students screen all Kindergarten students, then develop and assist in implementing tailored intervention plans for identified students. The ECU students continue the targeted interventions into Pre-Primary and Year 1 and Year 2 where required.





## Academic Excellence Provide opportunities for students to fulfil their potential

Focus	Strategies
Literacy and Numeracy	<ul style="list-style-type: none"> <li>Intensive Reading Comprehension Intervention Program - Year 3 - Year 6</li> <li>'7 Steps to Writing Success'</li> <li>Whole School Maths and English Plans</li> <li>NAPLAN analysis and NAPLAN Tracking tool to monitor progress from Year 3 – Year 6</li> <li>Brightpath Writing moderation</li> </ul>
Rigour in Early Childhood Education (ECE)	<ul style="list-style-type: none"> <li>Diana Rigg Synthetic Phonics Program</li> <li>Differentiated learning tasks aimed at the developmental level of students</li> <li>Early Years Learning Framework (EYLF)</li> <li>Edith Cowan Speech Pathology Partnership Program – Early Identification and Intervention</li> </ul>
Arts, culture and language	<ul style="list-style-type: none"> <li>Music Program – choir and instrumental program</li> <li>Schools Instrumental Music Services (SIMS) Program - Flute, Clarinet and Guitar</li> <li>WA Government Schools Music Society (WAGSMS), Stirkfest, Massed Choir Festival</li> <li>School Art Exhibition</li> <li>Languages Other Than English (LOTE) Program – Italian</li> <li>Multicultural celebrations – NAIDOC, ANZAC, Easter Hat Parade</li> </ul>
Emotional well-being and resilience	<ul style="list-style-type: none"> <li>'Bounce Back' resiliency program</li> <li>Life Education Mobile Learning Centre</li> <li>Social Media and Cyber Bullying awareness raising</li> <li>Surf Safe On-line awareness - Paul Litherland</li> </ul>
Differentiation, diversity and learning	<ul style="list-style-type: none"> <li>Intensive Reading Comprehension Intervention Program - Year 3 – Year 6</li> <li>'Kagan Cooperative Learning'</li> <li>Primary Extension and Challenge (PEAC)</li> <li>Academic Extension partnership with Kalamunda Senior High School</li> <li>Talented and Gifted Student (TAGS) school programs</li> <li>Targeted interventions</li> </ul>
Science	<ul style="list-style-type: none"> <li>Whole school Primary Connections teaching and learning program</li> <li>Access to science specific resources to support hands on, inquiry based learning</li> <li>Annual Science Tabloid Day</li> </ul>
Student Leadership	<ul style="list-style-type: none"> <li>Explicit leadership Programs in Year 5 and Year 6 – Michael Grose</li> <li>Ongoing leadership opportunities for Year 6 students</li> </ul>



## Excellence in Teaching and Learning Teachers provide quality learning opportunities and strategies to ensure students are fully engaged

Focus	Strategies
Staff Capacity	<ul style="list-style-type: none"> <li>Professional learning opportunities that target priority areas</li> <li>Distributed leadership</li> <li>Collaborative Learning Area Groups</li> <li>Peer to Peer observation and support</li> </ul>
Rigour in Early Childhood Education (ECE)	<ul style="list-style-type: none"> <li>Diana Rigg Synthetic Phonics Program</li> <li>Speech Pathologist assessment and targeted remediation</li> <li>Early Years Learning Framework (EYLF)</li> <li>On-Entry Testing in Pre Primary</li> </ul>
Technology-based learning opportunities	<ul style="list-style-type: none"> <li>Intentional teaching of technologies across all learning areas</li> <li>Continued student use of contemporary Information and Communication Technologies (ICT)</li> <li>Embed ICT skills and connect to General Capabilities across the curriculum</li> <li>Continued access to web-based learning tools</li> <li>Use of coding technologies and robotics</li> <li>Access professional learning to enhance ICT pedagogy - Dream Technology Project</li> <li>ICT Sustainability Plan</li> </ul>
Use of performance data to inform planning	<ul style="list-style-type: none"> <li>Progressive Achievement Test (P.A.T) – Comprehension Year 1 – Year 6</li> <li>National Assessment Program Literacy and Numeracy (NAPLAN) analysis</li> <li>NAPLAN Tracking tool to monitor progress</li> <li>Annual school assessment schedule - Spelling, Reading Comprehension, Writing and Mathematics</li> <li>Collaborative time for planning, moderating and assessing</li> <li>School self-analysis of procedures, processes and frameworks</li> <li>Use of Brightpath rulers to moderate and analyse writing</li> </ul>
Australian Curriculum	<ul style="list-style-type: none"> <li>Australian Curriculum for Mathematics, English, Science and HASS (History and Geography)</li> <li>Embed HASS (Civics and Citizenship), Health and Physical Education, Languages and the Arts</li> <li>Access learning opportunities on Australian Curriculum as required</li> <li>Curriculum Leadership</li> <li>Embed General Capabilities in planning, teaching and assessment</li> <li>Provide opportunities for moderation</li> </ul>



### Excellence in Teaching and Learning

Teachers provide quality learning opportunities and strategies to ensure students are fully engaged



## School and Community Partnerships

Provide opportunities for positive involvement and collaboration with our school community

Focus	Strategies
Engage with the school community and parents as partners	<ul style="list-style-type: none"> <li>Updated School website – phone/tablet compatible</li> <li>Open Annual School Board Meeting</li> <li>Promotion of school and community – assemblies, Moonlight Markets, Quiz Night</li> <li>School celebrations - Easter Hat Parade, Book Week, School Social, Mother's and Father's Day</li> <li>School Carnivals – Swimming, Cross Country &amp; Athletics</li> <li>Parent/teacher meetings</li> <li>Annual school 'Open Night'</li> <li>School Fun Run</li> </ul>
Effective Communication	<ul style="list-style-type: none"> <li>Electronic communication – school website, newsletters</li> <li>Parenting Ideas</li> <li>SMS messaging system for emergency communication</li> </ul>
Parent/Community expertise	<ul style="list-style-type: none"> <li>Ed Connect Australia - school volunteers</li> <li>School Board and Parents and Citizens Association</li> <li>School fundraising – Moonlight Markets, Quiz Night</li> </ul>
Bibbulmun Network partnerships	<ul style="list-style-type: none"> <li>Lesmurdie Senior High School transition program</li> <li>Lesmurdie Extension and Acceleration (LEAP) Program</li> <li>Academic Extension (AE) Program and Visual Arts Program – Kalamunda Senior High School</li> <li>Stirk Schools Sports Association</li> <li>Sharing of expertise across network</li> </ul>
Cultural diversity and inclusivity	<ul style="list-style-type: none"> <li>Celebration and promotion cross-cultural awareness and diversity</li> <li>WA Day, NAIDOC Week, LOTE Program - Italian</li> <li>ANZAC Day Service</li> </ul>



## Safe and Caring School Environment

Provide a safe, nurturing, vibrant and creative setting for student success and well-being

Focus	Strategies
Students as community members	<ul style="list-style-type: none"> <li>School/community fundraising events</li> <li>Waste Management Education</li> <li>Continue to focus on 'Waste Free' eating habits</li> </ul>
Safe physical environment	<ul style="list-style-type: none"> <li>Early identification, reporting and resolution of safety and health issues within school</li> <li>Long-term plan to ensure systematic maintenance and improvement of school grounds</li> <li>'Bushfire Awareness' practices and promotion within school community</li> <li>Emergency event preparation</li> <li>'Sunsmart School', 'Asthma Friendly' accreditation and Anaphylaxis Aware</li> </ul>
Environmental sustainability	<ul style="list-style-type: none"> <li>Sustainability and Waste Wise Policy</li> <li>Solar panels, paper, battery and phone recycling, worm farm, rainwater tank, composting and vegetable garden</li> <li>'Waste Wise' lunch program</li> <li>'Waste Wise' school accreditation</li> <li>'Paper-Free' electronic communication with parents where possible</li> <li>National Tree Day</li> </ul>
Health and wellbeing	<ul style="list-style-type: none"> <li>Nature play areas in general playground and Pre Primary/Kindergarten playground</li> <li>Annual evaluation of student fitness, strength, agility and hand-eye coordination</li> <li>Global Corporate Challenge</li> <li>Continued improvement of school playgrounds and play equipment</li> </ul>
Student behaviour	<ul style="list-style-type: none"> <li>Promotion and use of Voucher Book and Behaviour Medals</li> <li>Ongoing support and counselling of students</li> <li>'Anti-bullying' policy and support</li> <li>'Bounce Back' resiliency program and embed 'Bounce Back' values</li> <li>Student accountability</li> <li>Behaviour Management and Strategies (BMS) Policy</li> <li>Continue pro-active approach to education of students and parents regarding Social Media</li> </ul>
Safe electronic environment	<ul style="list-style-type: none"> <li>Cyber Bullying awareness training for students in Year 5 and Year 6</li> <li>Protocols for use of the ICT network and electronic devices</li> <li>Surf Safe On-line awareness - Paul Litherland</li> </ul>



### Safe and Caring School Environment

Provide a safe, nurturing, vibrant and creative setting for student success and well-being



Targets	Academic Excellence	Excellence in Teaching and Learning	School and Community Partnerships	Safe and Caring School Environment
Achievement	<ul style="list-style-type: none"> <li>95% of the Year 3 and Year 5 stable cohort to achieve the NAPLAN National Minimum Standard Benchmark in Numeracy, Reading and Writing.</li> <li>The average improvement of the Year 4 and Year 6 stable cohort to exceed the predicted gain in off year NAPLAN Tests in Numeracy, Reading and Writing</li> </ul>	<ul style="list-style-type: none"> <li>70% of the stable cohort to achieve a score of 50% or better in year level Maths Today Series (MTS) Tests</li> <li>Identified small groups of students gain the expected improvement +20% in Reading (Individual Education Plan (IEP) focus)</li> <li>80% of students in Kindergarten to Year 2 to achieve the Diana Rigg Literacy Checkpoints for their year level.</li> <li>To maintain the % of students at the developing and proficient levels in the Fundamental Movement Skills</li> <li>To achieve a 90% alignment between a student's Grade and their NAPLAN Score</li> </ul>	<ul style="list-style-type: none"> <li>90% of parents actively participate in at least one school event / activity throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>95% of students in Pre Primary to Year 6 to receive at least 2 Good Behaviour Certificates a year</li> </ul>
Aspirational	<ul style="list-style-type: none"> <li>100% of the Year 3 and Year 5 stable cohort to achieve the NAPLAN National Minimum Standard Benchmark in Numeracy, Reading and Writing.</li> <li>The average improvement of the Year 4 and Year 6 students to exceed the predicted gain in off year NAPLAN Tests in Numeracy, Reading and Writing</li> </ul>	<ul style="list-style-type: none"> <li>100% of the stable cohort to achieve a score of 50% or better on the end of year MTS Tests</li> <li>Identified small groups of students gain the expected improvement +25% in Reading (IEP focus)</li> <li>All students in Kindergarten to Year 2 to achieve the Diana Rigg Literacy Checkpoints for their year level</li> <li>100% of the stable cohort to achieve a score of 50% or better on the end of year MTS Tests</li> <li>Achieve 90% alignment between teachers' grade allocations and those of Like Schools</li> </ul>	<ul style="list-style-type: none"> <li>100% of parents actively participate in at least one school event / activity throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>100% of students in Pre Primary to Year 6 to receive at least 2 Good Behaviour Certificates a year.</li> </ul>





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